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ABSTRACT

This report describes the administrative structure and program design for an after-school program for school age children (aged between 5 and 13 years) in the 1990-91 school year in the Atlanta (Georgia) Public Schools (APS). The program took policy and regulations from the pertinent Board of Education policy and guidelines and was administered by teams consisting of personnel from the APS system and from the contracted sponsoring agency at 56 elementary school and middle school sites. Of those sites, some received funds and in-kind support, while others received in-kind support only. The programs operated between 2:30 PM and 6:00 PM on days that school was in session. Enrollment varied based on need and local facilities; in the 1990-91 school year, 2,154 students received funds and in-kind support, and 1,424 students received in-kind support only. The fees were on a sliding scale. A ratio of 1 adult to 15 children was maintained. Program components included education, enrichment, nutrition, recreation, and parental contributions. Parents provided transportation and purchased student insurance. Program goals were to provide low-cost supervised learning and enriching experiences for children who must wait alone or with a sibling for parents to return from work. Program objectives included the following: (1) reducing the numbers of latch-key children; (2) providing homework/school support; (3) providing cultural enrichment; (4) providing physical recreation; (5) teaching self-care skills; and (6) broadening community support and ties to the schools. Two tables are appended. (JB)

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THE AFTER-SCHOOL PROGRAM FOR SCHOOL-AGE CHILDREN

-- A Descriptive Report --

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-- A Descriptive Report --

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INTRODUCTION

The Atlanta Public Schools' active roll for 1990-91 was approximately 60,579 students; 40,794 students were in kindergarten through seventh grade and were school-age dependents between the ages of 5 and 13 years.

The expanded day and extended day child care services for school-age dependent children which operated with federal and state funding ended in 1982-83. The need for these services, however, continued and the impetus for the establishment of after-school child care programs came from several sources: parents, school principals and teachers, businesses and community resources, and others who shared the concern for the safety and welfare of children who were unsupervised before and after school hours and also during the summer months. Programs were locally-developed for school-age child care as informal, fee-supported arrangements between parents and caregivers.

In November, 1986, the Atlanta Board of Education approved Policy LEC, After-School Child Care. The policy stated that the Atlanta Board of Education recognized the need for after-school child care, encouraged local schools to initiate programs which addressed this need, and authorized the Superintendent to set guidelines for such programs.

In the school system's 1987-88 fiscal year budget, $50,000 was appropriated as an initial outlay to establish and expand after-school child care programs. The 1990-91 budget was $300,000. The system's support to child care programs included cash and in-kind contributions of space, maintenance, and utilities; the services of administrative, support and auxiliary staffs; equipment and supplies; and other local contributions.

The requirements for the initially system-supported (ten) after-school programs for school-age children showed the following factors: The schools were located in or near public housing; a high percentage of students received free or reduced-priced lunches; day care programs operated were subsidized by state and federal funds; level of student achievement was below the national and system averages; and they were isolated from other community resources and services. The ten initial schools were Bethune, Blalock, Cook, Drew, Dunbar, Fowler, Pitts, Thomasville, West Atlanta, and Williams.

The after-school programs had several advantages for the students: Environmental continuity and stability of care in familiar surroundings; convenience, in that transportation was not needed to get to a different site; adequate and appropriate space, outdoor play areas, equipment, and facilities designed for school-age children; and cost-effectiveness in comparison to the expense of developing and operating a separate site.

The goal of the program was to provide a safe, supervised learning and enriching experiences for children who lacked adult supervision during the hours immediately following the end of the school day. The After-School Programs for School-Age Children in the Atlanta Public Schools were established in response to this need, with a full recognition that only a small proportion of that need could be met by any one organization.

PROGRAM DESIGN

The program design for the after-school program is summarized as follows:

Name:	After-School Program for School-Age Children.
Policy and Regulations:	Atlanta Board of Education Policy, LEC, After-School Child Care, Issued 11/10/86. Guidelines for After-School Child Care Program, FY '89/90.
Administration:	Associate Superintendent of Educational Operations, Assistant Superintendents of Elementary and Secondary Divisions, School Principal, Administrator of sponsoring agency or group, and Site Administrator or Director.
Contractual Agreement:	A written agreement was executed between the local school and the sponsoring agency or group with concurrence from the Assistant Superintendent of the Elementary Division for elementary school programs, and concurrence from the Assistant Superintendent of the Secondary Division for middle school programs.
Sites:	A total of 56 elementary and middle school programs were in operation. Thirty-three (33) elementary school programs received funds and in-kind support. Seventeen (17) elementary and six (6) middle school programs received in-kind support only.
Days/Hours:	Programs operated between the hours of 2:30 p.m. and 6:00 p.m. on the days that school was in session for children.
Enrollment:	Enrollment varied based on need and local facilities. Approximately one-half of the programs enrolled 20 to 50 children, the larger sites enrolled 60 to 80 children and the largest elementary or middle school program served 185 children.
Fees:	A sliding fee scale allowed a fee reduction for more than one child from the same family. An Atlanta Public Schools child care subsidy was provided for children who qualified on the sliding fee scale.
Direct-services Staff:	Teachers, agency staff, paraprofessionals, student aides, and student and adult volunteers were employed to maintain a ratio of one adult to 15 children.
Components:	Education, enrichment and creative expression, nutrition, recreation (including supervised play), and parental contributions were core program components.
Transportation:	Parents or guardians were responsible for student transportation.
Student Insurance:	Each family was responsible for purchasing student insurance from private sources, or from the Atlanta Public Schools student accident group insurance plan.

GOALS AND OBJECTIVES

GOALS

The goals of the After-School Program for School-Age Children were to provide a supervised learning and enriching experiences for children who must wait alone or with siblings or peers until parents return from work; and to offer the program as a low-cost school-community service to parents.

OBJECTIVES

The following age-appropriate student activities and program services were implemented for the objectives:

OBJECTIVE 1: To reduce the number of school-age children between the ages of 5 and 13 who are without adult supervision between the time that school ends and the parents' return from work; or other reasons for participating in after-school activities.

- Thirty-three (33) elementary after-school programs enrolled approximately 1,253 children. The Atlanta Public Schools child care subsidies were provided to 901 children (72 percent) from this group. (Refer to Table 1).
- Twenty-two (22) additional after-school programs, with self-supporting fees or funding arrangements along with Atlanta Public Schools in-kind contributions, enrolled approximately 1,424 children. These included 16 elementary schools that served 950 children and six middle school programs which accommodated 474 students. (Refer to Table 1).
- Other ongoing student activities which occurred at the end of the school day included scheduled tutorial for identified students, intramural activities in the Physical Education department, after-school detention, and organized practice or meetings related to the school program.

OBJECTIVE 2: To provide assistance for assigned homework and reinforcement of skills and concepts from the regular school program

- The educational component of the after-school programs included a designated time on the daily schedule for assisting students with the completing of homework assignments and supervised study time.
- The after-school program staff included regular classroom teachers and paraprofessionals who enhanced and extended the educational activities for reinforcement of skills and concepts. The computer labs were also used in the educational component of the after-school program.

OBJECTIVE 3: To provide resources for cultural enrichment and creativity as an extension of those that are available during the regular school day.

- The fairly uniform daily schedule for the after-school programs included music, arts and crafts, dance, audio-visuals, and language enrichment.
- Individual sites, however, offered a variety of activities based on local interest and resources: Swahili, Spanish, karate, mentoring projects for boys, social and personal development for girls, crocheting, talent shows, and drama.
- Parents, additional teachers and school staff, and community persons provided their talents and skills for this component of the after-school program at some sites.

OBJECTIVE 4: To provide extended activities for physical development and expression, and nutrition.

- Activities for physical development and expression uniformly included organized physical education and exercise, supervised recreation and play, and individual and group games.
- Individual sites, however, utilized local interest and resources to provide dance instruction, dance contests, karate and activities.

- The daily schedule included a snack of milk or juice and food such as crackers, cookies or sandwiches. The type of snack food also varied depending on local resources at individual sites.

OBJECTIVE 5: To teach children, who are most likely to spend hours without adult supervision, the safety and self-care skills that will better prepare them to keep safe, handle the responsibilities for routine self-care, avoid potentially dangerous situations and respond to emergencies.

- A limited number of organized activities and presentations occurred for this objective.
- Individual staff persons used informal ways to provide conversations and discussions about safety and self-care skills.
- Principals and program staff were alerted to children who remained unsupervised on the school grounds, and counseled with students and parents about safety and self-care in an effort to obtain a suitable after-school care arrangement.

OBJECTIVE 6: To broaden the school's base of support from the community through direct contributions of human and materials resources; and the establishment of a group of supporters for the after-school program.

- More than 30 different organizations, units, and groups formed a service-provider relationship with the local elementary and middle schools. (Refer to Table 2).
- At individual sites, parents and other teachers and school staff provided snack food, supplies, games, VCR's, and volunteer time to the after-school program.

SUMMARY

The written agreement between the sponsoring agency or group and the local school delineated the specific responsibilities of each party and stipulated the details of the following components and aspects of the after-school program:

1. Program design and operational plan.
2. Projected number of children, staffing pattern and fees.
3. Student attendance, dismissal and other records; accounting records for fees.
4. Use permit identifying building space and use of facility.
5. Safeguards for damage and destruction of school property.
6. List of equipment and other resources needed.
7. Liability insurance.
8. Safeguards for staff and student safety and security.
9. Custodial services and preparation of facility for school on the following day.

Established programs began operation on the first day of school, whereas new sites required several months of development. With one or more years of experience in operating an after-school program, both local Principals and sponsoring agencies and groups made note of areas of exemplary program services as well as areas of program planning, development and operation that needed improvement.

Principals and program staff were in agreement about the importance of the program as a vital service to families. The general areas of concern were the need to start the after-school program on the first day of school, and the continuous monitoring of adherence to program guidelines in order that the proposed quantity and quality of program services were maintained throughout the year.

This report described the administrative structure and program design which guided the planning, development and operation of the after-school program for 1990-91. Sources of information included the Elementary and Secondary Divisions, a Guidelines Checklist that was reviewed with a sample of Principals, and data collected from the schools on the Pupil Project forms.

From this descriptive baseline data, it is anticipated that a full-year program operating for 1991-92 will allow for an ongoing systematic data collection and a formal evaluation of the After-School Program for School-Age Children.

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APPENDIX

TABLE 1

AFTER-SCHOOL PROGRAMS FOR SCHOOL-AGE CHILDREN
THAT RECEIVED SUPPORT FROM ATLANTA PUBLIC SCHOOLS, 1990-91

School	Funds and In-Kind Support		In-Kind Support (Only)
	Total Students	Number Received Subsidy	Total Students
Elementary			
Adamsville	--	--	31
Arkwright	--	--	43
Beecher Hills	56	15	--
Ben Hill	--	--	65
Bethune	29	29	--
*Blalock	24	23	185
Campbell	29	28	--
Capitol View	20	7	--
Carter	37	34	--
Cascade	28	13	--
Connally	9	9	--
Continental Colony	--	--	148
Dobbs	28	28	--
Drew	51	51	30
Dunbar	65	65	--
English	18	17	--
Fain	32	28	--
Fickett	150	61	--
Gideons	17	14	--
Guice	--	--	3
Harris	19	16	--
Harwell	50	39	--

*Several programs

TABLE 1 (Continued)

AFTER-SCHOOL PROGRAMS FOR SCHOOL-AGE CHILDREN
THAT RECEIVED SUPPORT FROM ATLANTA PUBLIC SCHOOLS, 1990-91

School	Funds and In-Kind Support		In-Kind Support (Only)
	Total Students	Number Received Subsidy	Total Students
Hope	49	49	--
Hutchinson	--	--	63
Kimberly	46	37	--
Lin	--	--	43
McGill	20	20	--
Miles	50	43	--
Morningside	--	--	37
Oglethorpe	65	22	--
Perkerson	14	8	--
Peterson	8	8	--
Peyton Forest	85	13	--
Pitts	28	28	--
Ragsdale	18	17	--
Rivers	--	--	18
Slater	--	--	37
Slaton	--	--	58
Smith	--	--	24
Stanton, F. L.	--	--	47
Sylvan Hills	15	15	--
Venetian	60	38	--
West	--	--	12
West Atlanta	80	80	--
White	17	12	--

TABLE 1 (Continued)

AFTER-SCHOOL PROGRAMS FOR SCHOOL-AGE CHILDREN
THAT RECEIVED SUPPORT FROM ATLANTA PUBLIC SCHOOLS, 1990-91

School	Funds and In-Kind Support		In-Kind Support (Only)
	Total Students	Number Received Subsidy	Total Students
Whitefoord	21	21	--
Williams	--	--	106
Woodson	15	13	--
Subtotal Elementary	1,253	901	950
Middle			
Southwest	--	--	14
Sylvan	--	--	37
King	--	--	184
Price	--	--	60
Kennedy	--	--	109
Sutton	--	--	70
Subtotal Middle	0	0	474
Program Total	1,253	901	1,424

TABLE 2

AFTER-SCHOOL PROGRAMS FOR SCHOOL-AGE CHILDREN
PROGRAM ADMINISTRATOR OR SPONSOR
SCHOOL-BASED SITES, 1990-91

School	Program Administrator or Sponsor
Elementary	
Adamsville	Adamsville School Staff
Arkwright	Arkwright Parent Group
Beecher Hills	YMCA (Butler Street Branch)
Ben Hill	Beginner's Paradise
Bethune	Atlanta Council of Camp Fire, Inc.
Blalock	Atlanta Council of Camp Fire, Inc. Chapel Hill Harvest Church Blalock FIRST
Campbell	YMCA (Butler Street Branch)
Capitol View	YMCA (Southeast Branch)
Carter	Atlanta Council of Camp Fire, Inc.
Cascade	Atlanta Council of Camp Fire, Inc.
Connally	YMCA (Butler Street Branch)
Continental Colony	Continental Colony School PTSA
Dobbs	Comprehensive Auxiliary for the Southwest Community on Alcohol and Drug Education, Inc. (C.A.S.C.A.D.E., Inc.)
Drew	Alternative Programs, Inc. YMCA (Southeast Branch)
Dunbar	Alternative Programs, Inc.
English	YMCA (Westside Branch)
Fain	C.A.S.C.A.D.E., Inc.
Fickett	C.A.S.C.A.D.E., Inc.
Gideons	Gideons School PTSA
Guice	YMCA (Southeast Branch)
Harris	YMCA (Butler Street Branch)
Harwell	C.A.S.C.A.D.E., Inc.
Hope	Atlanta Council of Camp Fire, Inc.
Hutchinson	Hutchinson School PTSA

TABLE 2 (Continued)

AFTER-SCHOOL PROGRAMS FOR SCHOOL-AGE CHILDREN
PROGRAM ADMINISTRATOR OR SPONSOR
SCHOOL-BASED SITES, 1990-91

School	Program Administrator or Sponsor
Kimberly	C.A.S.C.A.D.E., Inc.
Lin	YMCA (Southeast Branch)
McGill	McGill School Staff
Miles	YMCA (Butler Street Branch)
Morningside	YMCA (Southeast Branch)
Oglethorpe	YMCA (Butler Street Branch)
Perkerson	YMCA (Butler Street Branch)
Peterson	YMCA (Butler Street Branch)
Peyton Forest	YMCA (Northwest Branch)
Pitts	Atlanta Council of Camp Fire, Inc.
Ragsdale	YMCA (Butler Street Branch)
Rivers	YMCA (Northside Branch)
Slater	Southside Health Care, Inc.
Slaton	Slaton School
Smith	YMCA (Northside Branch)
Stanton, F. L.	F. L. Stanton School
Sylvan Hills	YMCA (Butler Street Branch)
Venetian Hills	Venetian Hills School
West	West School PTSA
West Atlanta	C.A.S.C.A.D.E., Inc.
White	YMCA (Ollie Street Branch)
Whitefoord	Save The Children (Kings Memorial United Methodist Church)
Williams	Salem Baptist Church
Woodson	Woodson School PTSA

TABLE 2 (Continued)

AFTER-SCHOOL PROGRAMS FOR SCHOOL-AGE CHILDREN
PROGRAM ADMINISTRATOR OR SPONSOR
SCHOOL-BASED SITES, 1990-91

School	Program Administrator or Sponsor
Middle	
Kennedy	Ford Foundation
King	Academy of Educational Development, Ford Motor Company
Price	Joyland/High Point Community Coalition, and Morehouse School of Medicine
Southwest	YMCA (Butler Street Branch)
Sutton	Sutton Community School
Sylvan	Talent Search, Morehouse College